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ABSTRACT

This book provides an overview of the challenges involved in improving teacher education for faculty members, department chairs, administrators, and policymakers. The book includes the concrete experiences of 12 English and foreign language faculty members at different universities who studied their teacher preparation programs. It also offers an overview of current issues faced by departments in assessing students, courses, and programs. It begins with "Preface: The School Reform Movement and Higher Education" (Phyllis Franklin, David Laurence, and Elizabeth B. Welles) and "Introduction: What Happens Next? and How? and Why?" (Donald Gray). Section 1, "Model Programs," includes the reports from the 12 English and foreign language departments. Section 2, "Assessment Issues," includes: "Assessment: A Blessing or Bane for Teachers of English?" (Edward M. White and Volney S. White); and "Issues for Foreign Language Departments and Prospective Teachers" (Judith E. Liskin-Gasparro). Section 3, "Unresolved Questions," includes: "Changing Teacher Preparation for a Changing Student Body" (Reed Way Dasenbrock); "Connecting Universities and Schools: A Case Study" (Harold H. Kolb, Jr.); "Great Expectations, Hard Times" (Deborah K. Woelflein); "Stories in Contact: Teacher Research in the Academy" (Sarah Michaels); "Facing Our Professional Others: Border Crossing in Teacher Education" (Bob Broad); "Closely Reading Ourselves: Teaching English and the Education of Teachers" (James Marshall); "Challenges of Teaching Literature: Reflections on the MLA Teacher Education Project" (David A. Fein); and "Teaching Literature in the Foreign Language Classroom: Where Have We Been and Where Do We Go Now?" (Doris Y. Kadish). An appendix presents baseline studies. (Papers contain references.) (SM)

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